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Journal of Correctional Education

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The Journal of Correctional Education is published in January, April, July and October. It is sent to members of the Correctional Education Association an affiliate of the American Correctional Association without charge, the subscription being included in membership dues. Manuscripts germane to the field of Correctional Education are solicited. Address all materials to G. Cuthbertson, 609 North Esplanade, Leavenworth, Kansas. Membership fee of $2.00 per annum should be sent to the Secretary-Treasurer, Charles D. List, 419 Osborne St., Terre Haute, Indiana.

The President's Letter

C. J. Eckenrode

I am writing this during my return trip to Washington from the Purdue Conference on Education and Correction - - the third regional CEA conference to be held this year. This is the second consecutive year three conferences have been held. Regions Four, Five and six are leading the field in this endeavor and setting a mark for the remaining six regions to emulate in succeeding years.

It was certainly good to renew acquaintanceship with old friends, to make new friends and to tackle with them some of the problems we have in common. Even if the setting had not been a college campus, the experience was much like a chunk out of a college or graduate study program with a combination of informational and instructional meetings, group workshops, and seminars.

I am sure that I have attended more comprehensive conferences than this one, but I have never been privileged to attend one which had been more intelligently planned and better structured. The Planning Committee under the expert guidance and general chairmanship of Dr. Jerry Moss, Assistant Professor of Industrial Education at Purdue, is to be commended for a job beautifully done. Correctional educators who were not fortunate enough to attend should obtain a copy of the conference announcement for its program structure value.

It was unfortunate that the attendance was not double or treble its size. The Ames Workshop, I am told, attracted more than ninety participants. As many were at Rutgers in June. If there had been more people at Purdue, the resulting benefits would have been that much the greater. Because we fell far short of the goal of sixty, Purdue University has not extended an invitation to hold a conference there in 1962.

There were administrative, supervisory, and teaching levels represented, but certainly not nearly as many of the latter group as there might have been. Total attendance was less than 10% of the preliminary estimate of the potential.

It is difficult to assess, from where I sit, the shape of things to come. We have gone on record as heartily endorsing regional workshops. Much value can accrue from them, but the primary value is gained only by the people who can be there. Tight budgets limit attendance. I wonder, though, if our own lethargy isn't a more limiting factor. I wonder if we are as interested in self-growth as we might be and if we have really tried to sell these meetings to our superiors and co-workers.

Perhaps workshop - conferences have run their course. Perhaps we should be thinking of replacing them with short refresher courses in the grass roots fundamentals of teaching and counseling. Without belaboring the issue, most of us could profit from going back to school to help keep mentally and professionally alert and refreshed.

In the positive column is the fact that between 25% and 30% of our total CEA membership attended a regional conference during the year. This is 25% to 30% better than none.

Our own interest and the depth of our energy supply will determine the fate of workshop - conferences in the future. My own hope is that if we don't keep them going full blast we will substitute for them something which will be even better.

From The

Editor's Desk

Earl S. Baird, Workshop Co-ordinator at the Eighth Annual Midwest Correctional Education Workshop, held at Iowa State University, was a recent visitor to the editor's office. Before parting, Mr. Baird left a 94 page report on a number of the topics discussed at this conference which was held between April 11 - 13. The Workshop Theme was: Co-operative Relations and Functions of the Institutional Services and Personnel in the Training and Work Programs to best meet the Modern Correctional Institution's Objectives. Rev. Gervase Brinkman, Catholic Chaplain, Illinois State Penitentiary, spoke on "The Philosophy of Work as Developed in International Correctional Congresses"; an excellent article emphasizing the concept of labor in the correctional institution as a vital rehabilitative factor. The "Keynote Address" was presented by John E. Waller, Bureau of Prisons, Washington, D. C.; he stressed the necessity for more intensive and specialized training for men and women in correctional work, and pointed out the twofold objective in the modern correctional institution: (1) to protect society against criminals through isolation, and (2) to prepare inmates to return to society as worthy and acceptable members. Warden T. Wade Markley, U. S. Penitentiary, Terre Haute, Indiana, discussed "Management and Supervision" as they are related to directions and goals in the prison community; his emphasis was upon the treatment of prisoners as men, not convicts - an essential point delivered with a freshness of view. Discussing "The Correctional Educator and Classification," John J. Galvin pointed out the need for the educator to acquaint himself with the goals, problems, working ideas, and language of all levels of society as a means of making himself more effective in education.

The importance of each article in this report is deserving of praise which space limitations forbid here. Ideas on treatment and correction, objectives in training programs, pre-release and parole, and correctional philosophy are all discussed with an incisiveness and sincerity by men whose years of experience have provided them with the means and ways of the more effective and worth-while objectives in modern correctional work. The representatives of the thirteen states who attended the Eighth Annual Workshop are to be commended for the range and depth of their discussions. For those of us who were unable to attend, Mr. Baird has informed me that copies of the condensed report can be obtained by writing: Engineering Extension, Iowa State University, Ames, Iowa.

The supply is limited.

Mr. James V. Bennett, Federal Director of Prisons, appearing before a senate judiciary subcommittee on juvenile delinquency questioned the moral and ethical worth of what T. V. producers are dishing up as entertainment for teenagers. According to Mr. Bennett: "There is today a sufficient body of sound professional and competent opinion based on research evidence that exposure to the viewing of crime, mayhem, and conflict as a means of entertainment has a deleterious emotional impact on youth and creates the risk of triggering delinquent behavior." Citing from a recent study made at the Ashland Youth Center and National Training School, Mr. Bennett pointed out that, reseachers found, with very slight differences, the most popular programs among Federal Delinquent offenders were The Untouchables, Thriller, Route 66, Rebel, Have Gun Will Travel. "But more significant to me," Mr. Bennett concluded, "is the fact that 26 percent of the youth offenders at Ashland and 23 percent of the National Training School youngsters felt that these programs had influenced them in a way that had gotten them into conflict with the law." This statement by youth offenders was surprisingly confirmed last year in a Special Juvenile Delinquency issue produced by the Leavenworth inmate magazine New Era: although the exact percentage is not known for this study, a number of the inmate written articles touched upon the perverted sensationalism of the mass media which either directly, or indirectly, motivated their criminal behavior. I am in agreement with Mr. Bennett's contentions, and I believe it is our duty as educators and penologists to help supply him with information which he has requested, either denying or confirming the effects which sensationalism in our mass media is having upon the general public.

We read in The Spectator, newspaper published by Southern Michigan Prison inmates, that 20 men have been selected to take an unique course in Computer Data Processing Control. In an orientation lecture, Jack Mills of the Radio Corporation of America said that the 12 month course will offer lucrative steady employment for ex-convicts. He further assured staff members that not only would his company employ them, but that every computer firm would be only too happy to absorb these men.

Reading The Menard Time, inmate publication of the Illinois State Penitentiary, we observe that commencement exercises were held at the local auditorium to honor 588 men who have earned high school diplomas (116) and achievement certificates within the last year. Superintendent of Education L. L. Hines introduced Southern Illinois University's chief academic advisor Dr. Claude J. Dykhouse as principal speaker. Dykhouse's speech in part said, "This country has graduated nearly 2 million students of all races this year, and as positive an achievement as this may seem, it is not quite enough. A full two-thirds of mankind is in need of education.

We noticed in The Forum, inmate publication of the Nebraska State Penitentiary, that Lester W. Harvey, former supervisor of the University of Nebraska Extension Division's high school department, has been named as the new director of education. Among the newer courses offered during the past summer were blue print reading and drafting.

In the Santa Rita News, inmate newspaper published at the Santa Rita Rehabilitation Center, California, we see that 2 1/2 years of high school commercial studies may be finished in a 4 months concentrated effort at the Center School Department

Recently I received a curriculum guide, "Social Adjustment Education," from U. Samuel Vukcevich, Director of Education, New Jersey Reformatory, Bordentown, N. J. For the penal educator interested in the relation between social adjustment and education, this 194 page curriculum guide will provide an abundance of useful information and techniques which can be put to immediate use in a variety of penological settings. The men most instrumental in preparing this conspectus deserve to be commended for the insight which is reflected in their joint effort to measure the emotional factors in crime and treat these factors with a structural flexibility based upon the uniqueness of the individual.

"Social Adjustment Education" is divided into three courses of study. Social Adjustment, Orientation is the first course offered; a six weeks' course given to inmates soon after their admission. The course is designed to assist the inmate's adjustment to institutional life, to understand patterns of behavior responsible for his crime, and to show him how to utilize rehabilitative facilities to correct asocial behavior. The second course, Problems of Social Adjustment, is a fourteen weeks' course which concentrates on the psychological factors underlying criminal behavior. During this course the inmate's awareness is focused upon correcting misconceptions, fulfilling needs in a socially acceptable manner, the harmful consequences of uncontrolled emotions, the demands of social living, etc. The third course, Social Adjustment, Release, is a six weeks' course designed to prepare the individual's return to his community. Such problems as fears and apprehensions upon release, parole obligations, employment, managing of income, and community adjustments are treated thoroughly.

"Social Adjustment Education" offers numerous psychological tests which will enable the penal educator to measure the effectiveness of his teaching techniques. An extensive bibliography has been provided which should be of invaluable use, and references are liberal for those interested in the more advanced psychological techniques being employed in group therapy. This conspectus is so inclusive that a reference source of audio-visual aids has even been furnished.

The early bird may be able to obtain copies from Director Vukcevich.

From the "Annual Report of Progress 1960-61" I was pleased to learn that the Department of Corrections in Missouri has made considerable progress in inmate educational and vocational training. This eighty-one page report will provide the interested reader with pertinent information on the most recent developments being made by Missouri's efforts to perfect educational and vocational programs in three major institutions: Algoa Intermediate Reformatory, the State Penitentiary for men, and the State Penitentiary for women. In the Algoa Intermediate Reformatory the school operates on four levels with departmental divisions in language arts, mathematics, science, social studies, business and practical arts. The State Penitentiary for men offers an extensive grade and high school program, and several vocational courses such automotive mechanics, electronics and appliance repair, and machine shop training are featured. An equally extensive program of vocational and educational training is offered in the State Penitentiary for women. A special course in cosmetology is featured and graduates must train under requirements set by the State Board of Cosmetology. The more advanced teaching, audio-visual aids, group therapy, and selective testing are all being used and experimented with in these three institutions. This is a program which has developed considerably since it was reorganized several years ago.

Congratulations are in order to Colonel James D. Carter, Director, Missouri Department of Corrections and his able assistants; Carl F. Haynie, James A. Williams, Eldon F. DeWitt and Lawrence M. Aber.

NEW DIMENSION IN HIGHER EDUCATION

A series of 8 informative pamphlets have been published by the U. S. Department of Health, Education and Welfare are offered at a nominal cost to the general public.

1. Independent Study OE 50005
   Program and practice that place greater responsibility on student for their own education.
   Price 25 cents

2. Effectiveness in Teaching OE 50006
   Examination of ways and means of making teaching go further.
   Price 20 cents

3. The Experimental College OE 50010
   Analyses of report on experimental on higher education.
   Price 15 cents

4. Impact of College OE 50011
   Identifying the components by which degree of change in student personality, character, and values may be ascertained.
   Price 15 cents

5. Management of Learning OE 50013
   A systematic study of academic administration in terms of the unique characteristic of academic instruction.
   Price 20 cents

6. Study Abroad OE 50014
   An investigation on the effectiveness on study abroad.
   Price 15 cents

7. Quest for Quality OE 50016
   Development of improved methods of learning and improved programs of study for all students.
   Price 15 cents

8. Advance Standing OE 54014
   Use of crediting and placement of student for college level work completed during their high school years.
   Price 15 cents

The foregoing pamphlets may be secured by writing to:

Superintendent Of Documents
U. S. Government Printing Office
Washington 25, D. C.

Payment by check or money order. Be sure to designate "OE" number as well as the title of pamphlet.

The summer '61 edition of the Encourager carried several interesting articles, especially those dealing with group counselling and juvenile delinquency. It is always of interest to me to read articles in the penal press which attempt to explain the sources of asocial behavior and treat these problems from a psychologically modern viewpoint. Group counselling is an excellent way to bring inmates together in a relaxed atmosphere where they are encouraged to explore the more meaningful factors behind the obvious fact that a man is in prison. The vital question here is WHY--what prison officials must know if rehabilitative measures are to be most effective. The WHY is the factor in criminal behavior which magazines like the Encourager deserve credit for trying to bring to the public's attention. Keep up the excellent work.

I received the Graduation Announcement in the Vol. 29, No. 9 edition of the Hilltop Hubbub. It is encouraging to see the progress being made in education at the various schools throughout the country which are similar in structure and purpose to the Connecticut School for Boys in Meriden, Conn.

THIRD ANNUAL SUMMER SCHOOL ON ALCOHOL STUDIES

Arrangements are complete for the Third Annual Summer School on Alcohol Studies to be hold at the University of North Dakota during the week of June 4 - 9.

This joint venture on the part of the Commission on Alcoholism and the University of North Dakota is for the purpose of presenting factual information about alcohol, drinking, drunkenness and alcoholism. It is open to lay and professional people. It should be of special interest to administrators, clergymen, community leaders, educators, employers, law-enforcement personnel, military personnel, nurses, physicians, and social workers.

A highly qualified faculty including nationally prominent authorities in the field has been secured.

One semester hour of graduate or undergraduate credit can be secured from this course. The tuition and registration fee is $25.00. Students may stay in a dormitory set aside specially for students of this course at a nominal fee. There is ample room for members of the family to stay together. It is hoped that many people will avail themselves of this opportunity to become informed in this field.

EXTENSION COURSES AVAILABLE

The Extension Course in Alcohol Studies provided by the Commission on Alcoholism and the University Extension Division has become very popular. Thus far it has been presented in Bismarck, Minot, Bottineau, Fort Yates and Dickinson.

It consists of 8 three-hour evening sessions held once a week. One semester hour of University graduate or undergraduate credit can be earned in the course. The tuition fee is $10.00 which also covers the cost of the materials supplied.

The course is not for the purpose of promoting propaganda for or against the use of alcohol. It is rather to examine the latest scientific information about alcohol and its effects in an unbiased, realistic, and unemotional manner, to discuss and analyze the reasons for its use or non-use, and to develop a better understanding of how to deal with problems arising from its excessive use.

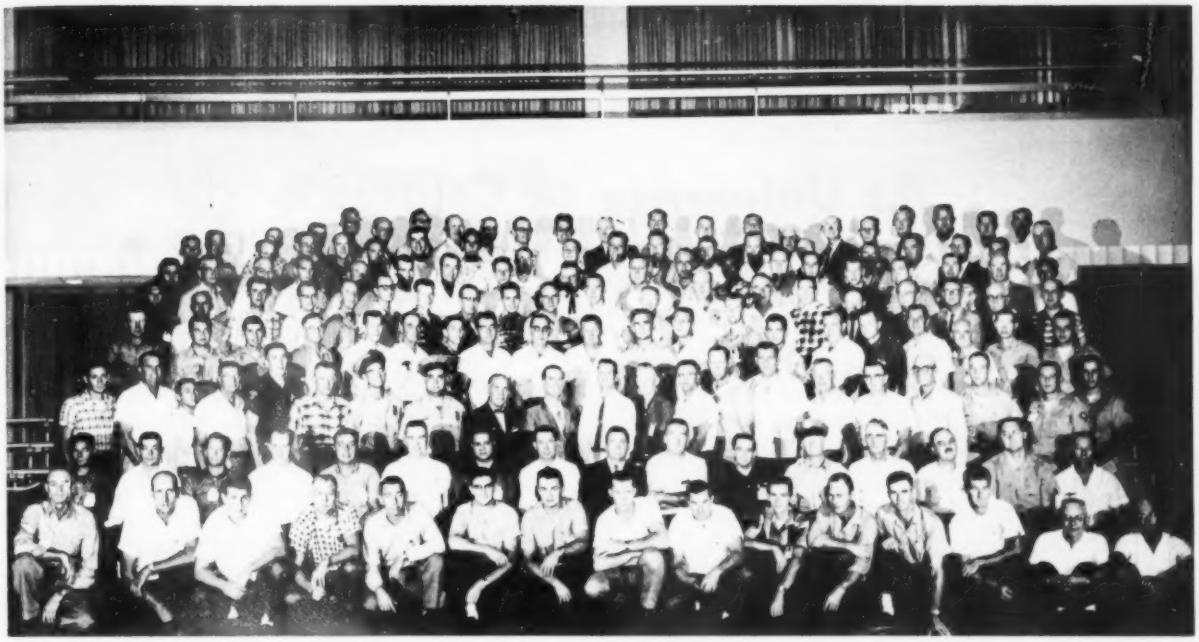
Levi N. Larsen, Assistant Director of the Commission is the instructor together with resource people from the State Health and Welfare Departments, the Medical profession and Alcoholics Anonymous.

COURSE IN ALCOHOL STUDIES OFFERED BY BISMARCK JUNIOR COLLEGE

During the second semester of this year Bismarck Junior College has included in its curriculum for college students a course in Alcohol Studies. This is perhaps the first time in North Dakota that an institution of higher learning has offered a separate course in this field for students in residence.

Twenty-two students are enrolled in this class which meets twice weekly. The course carries two semester hours of credit. Levi N. Larsen, Assistant Director of the Commission of Alcoholism is the instructor. The material covered is essentially the same as in the University Extension Course.

(Reprinted from the North Dakota Review on Alcoholism, Volume 5, Number 5.)



15th annual July 24-29, 1961

KANSAS PEACE OFFICERS TRAINING SCHOOL

The University of Kansas Lawrence, Kansas

The week of July 24-29, 1961 marked the Fifteenth Anniversary of the Kansas Peace Officers' Training School. Begun in 1947 after more than two years of intensive planning by Dr. Ethan P. Allen, Director of the Governmental Research Center and members of the Kansas Peace Officers' Association, the School has grown into one of the finest of its kind in the country.

The 1961 School was attended by 159 chiefs of police, sheriffs, traffic officers, correctional officers and other law enforcement officials. These officials came to the School from 70 Kansas cities and five cities from Colorado, Missouri, Oklahoma and Nebraska. Several nationally known specialists were also invited from other states throughout the country to acquaint Kansas peace officers with regional problems in law enforcement.

One of the highlights of the 1961 School was the short course for correctional officers. Held for the first time in 1960, the Special Course for Correctional Officers is designed to acquaint correctional officers with all phases of the correctional process. Depending, in the main, on specialists from federal and out-of-state correctional institutions, the course covered a wide range of subjects to include "The Philosophy of Parole" by Wilbur Leonard, Chairman of the Kansas Board of Probation and Parole; "The Role of Education in the Correction's Process" by G. Cuthbertson, Supervisor of Education, United States Penitentiary at Leavenworth, Kansas; and the "Problem Inmate" by Allen Cook, Superintendent, Deuel Vocational Institute, Tracy, California.

Joseph D. Lohman Named Dean of Criminology

At University of California

The appointment of Joseph D. Lohman as Dean of the School of Criminology and Professor of Criminology on the Berkeley campus of the University of California was announced today by President Clark Kerr and Chancellor Edward W. Strong.

Lohman has been serving as treasurer of the State of Illinois and lecturer in criminology at the University of Chicago and is a former sheriff of Chicago's Cook County.

He is expected to arrive at Berkeley in time to assume his new duties before the beginning of the fall semester.

"We are fortunate to find in Lohman a preeminent man in his field, who combines both broad practical experience and a command of theoretical and academic aspects of criminology," Chancellor Strong said. "His acceptance of the appointment is a stimulus to the program of our School of Criminology."

Born 51 years ago in New York City, Lohman is a 1930 graduate of the University of Denver with a Master's degree from the University of Wisconsin and further post-graduate study at the University of Chicago.

As an educator, he has held teaching positions in sociology and in criminology at the University of Chicago, was chairman of the Department of Sociology at American University in 1954, a member of the faculty at the University of Wisconsin in 1946, and has been a visiting professor at the University of Michigan, University of Washington, and University of Denver.

He served as research sociologist for the State of Illinois in the 1930's, was executive secretary of the National Commission on Segregation in the Nation's Capitol from 1946 to 1948, was chairman of the Illinois Division of Corrections from 1949 to 1952, was sheriff of Cook County from 1954 to 1958, and won election as State Treasurer in 1959.

Among his consultant positions, Lohman has served the Tennessee Valley Authority, the Atomic Energy Commission, the civil government of Guam, the U. N. Command Repatriation Group in Korea, and the Ford Foundation.

He was a member for seven years of the National Capitol Planning Commission and has served extensively in the administration of labor regulations and as a labor dispute arbitrator.

His public contributions have won him the Edward Bernays Award in 1949, the Medal of Freedom of the Department of the Army in 1954, and the NBC Public Service Award in 1958.

Among his writings are "Police and Minority Groups" published in 1947 and a monograph on "Segregation in Washington."

Lohman and his wife, married in 1932, are the parents of a daughter, Barbara Susan.

As Dean of the School of Criminology at Berkeley, Lohman succeeds Orlando W. Wilson, who left the post in March of 1960 to accept a position as superintendent of the Chicago Police Department. Acting Deans during the interim period have been Austin H. MacCormick, professor of criminology who retired last summer, and Arthur H. Sherry, professor of law and criminology.

---University of California, Public Information, 101 Sproul Hall, Berkeley, California---

Correlating Literature, Dramatics & Social Ethics

E. Andrew Reynolds
Glen Mills School
Glen Mills, Pennsylvania
Director, Region IV

In our attempts to teach Social Ethics, to groups of socially maladjusted teenagers in a training school situation, we have found that presenting literary works and material for dramatization which contain inner meanings or morals a most effective means to our end. We have found it to be futile to stand before a group of juvenile offenders and endeavor to submit them to unattractive, boring, and strictly conventional-type lectures on social adjustment and ethics. They just do not want to hear about "what they should correct in their characters" when it is stated bluntly. It would seem that they can digest it better when it is "dressed up" or "sugar-coated", and if this will get the ideas across and actually help them develop an adequate self-concept and tend to re-educate them socially, let's give it to them this way.

Such literary works as Longfellow's "A Psalm of Life," Bryant's "To A Waterfowl," Tennyson's "Idylls of the King," Bonar's "Be True," Carey's "Nobility," Hawthorne's "The Great Stone Face," and Dickens' "Christmas Carol" are but a few literary works which can form the basis of lively, meaningful social ethics discussions. Works of an historical nature such as "Columbus," "The Landing of the Pilgrim Fathers," "O Captain, My Captain," "Barbara Fritchie," "The Concord Hymn," and "In Flanders Field" have also been used both for the inner meanings they contain and for their historical content. It is amazing how our boys take to the study of these works, discussions about them and their respective authors, and the consideration of the morals taught therein.

For a moment, let us briefly consider just a few excerpts from some of the aforementioned literary works which may be effectively correlated with social ethics discussion. For an example, the following lines from Longfellow's, "A Psalm of Life":

"In the world's broad field of battle,
In the bivouac of Life,
Be not like dumb, driven cattle!
Be a hero in the strife!"

conveys the idea that we must live with a definite purpose, and move with a just cause, and accept the responsibilities which a free society supposes. I have used "round-up time" out West, with cowboys yelling, cracking the whip, or shooting their guns to make the cattle move toward the corral as an illustration in which we see "dumb, driven cattle" having to be forced to move in a given direction. We have then considered the physiological and anatomical differences existing in Man, the highest form of animal life, and the "dumb, driven cattle" of which Longfellow speaks. A rational, intelligent conclusion is then drawn.

In the story, "The Great Stone Face" by Nathaniel Hawthorne, the fact that the central character, Ernest, had set for himself definite goals in life, and never drifted into a rut of discouragement in his pursuit of these goals presented a splendid opportunity to discuss goals in life which our boys have or have not

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Schools Held Responsible For Dealing With Delinquents

"More than a million teachers face forty million children in classrooms every school day. Every hour each teacher deals with twenty-five to fifty children--differing in individual endowment, social background, and emotional security." So writes Mary Herrick, a social science teacher and vice-president of the American Federation of Teachers.

If this is true, then how can schools, whose function is primarily to educate all school-age children, cope with those who "express their deviation in delinquency"?

Eight contributors to the current issue of Crime and Delinquency, quarterly journal of the National Council on Crime and Delinquency, attempt to answer that question from the law-enforcement, statistical, psychological, sociological, and lay points of view. For example, Mary Herrick shows us how discipline in the school relates to prevention of delinquency, while Adele Franklin, director of the All-Day Neighborhood Schools, writes of the foundation, purposes, and practices of that agency, whose "basic philosophy is that education, to be successful, must make use of a vast body of knowledge of child growth and development."

Law-enforcement agencies, too, can work with the school, say Paul W. Keve and Kenneth R. Young, both of whom work for the Minneapolis District Court. With respect to the community that tells the court to "get tough" with delinquent youngsters, they write: "The community forgets that we have already gotten so tough that institutions can hold no more unless we resort to absurdly short lengths of stay for the committed children."

Their observations on the school and the returnee are borne out by Samuel Greenstone, educational and vocational counselor, in an article in which he considers the question that arises whenever the New York City Board of Education insists on placing poorly motivated returnees in schools: "Why force a boy to go to school if he doesn't want to and if his school experience has always been unhappy? Why not permit him to find a job, earn some money, and let him enjoy the grown-up feeling that going to work will give?"

Greenstone replies: "The school must accept the returnee because that is its responsibility to the community and, if for no other reason, because the returnee is entitled to all the education and guidance every other child gets."

According to Bernice Milburn Moore's opening article, "approximately 61 per cent of the delinquents between the ages of eight and seventeen are out of school," indicating that a close relationship exists "between teen-age youth who are out of school and juvenile delinquency."

---News Release from the National Council on Crime and Delinquency---

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(Continued from Page 9)

set for themselves. Also discussed and carefully weighed, in this literary approach, was the idea of developing a good sense of values.

Dramatics, and especially creative dramatics, is an activity which abounds in opportunities to help boys adjust or develop the inner-man. When they can portray some great character, live his role in a drama, and unconsciously empathize, there is hope for social adjustment. We have had our most rebellious youngsters, our real "problems," stand proudly on our stage before their peers and the staff and portray such drama characters as the Almighty, Lincoln, George Washington, and military heroes of all conflicts. They have put themselves completely into their roles, and have for the few moments lived their parts. It is unbelievable how greatly impressed some boys were left, and what a tremendous change it began in the total boy.

We shall continue to search for ways and means of reaching the inner-man of boys. We shall never forget the meaning of Sir Joshua Reynolds' famous painting, "Christ Knocking," that is, the human heart and soul can only be opened from within.

THE C. O. E. PROGRAM

C. O. E. is the abbreviation for Co-Operative Occupational Education. To the layman this means the advancement in vocational education through mutual co-operation between the school and the job.

The C. O. E. program, started here at Algoa March 14, 1960, is one of the better programs offered to the student who is really interested in learning a vocation which will enable him to acquire gainful employment when he is released. Mr. Robert E. Lee is the instructor co-ordinator of the C. O. E. program. He is one of the finest men you may ever have the chance to meet, more than qualified in his vocation. He is a man who will go more than half way to help any inmate who is willing to learn.

C. O. E. is a three-fold program in it's entirity. First, is the academic portion. Here the students learn that which can be acquired from the literature available in reference to their particular trade. Second is the practical experience gained on the detail by putting the academic theory into practice and actually doing the job under the careful instruction of the detail supervisor. Third, but of equal importance, the C. O. E. program gives the diligent student information in the sphere of social relations. This phase of the program is studied by all its students, regardless of their varying occupations.

Here an attempt is made to give basic ideas as to the management of finances. Your Personality, Getting Along With Others, Employer-Employee Relations, Choosing a Career, Budgeting Your Income, Social Security, Private Insurance Plans, Credit, Labor Unions, and Your Economic Wants and Needs are only a few of the lesson plans that fall into this part of the program. It might do well to note here that the C. O. E. program isn't a new idea, nor is it limited to Algoa. Instead it is a nation-wide program, offered to youths all over America!

With the competent and spontaneous aid it has received from the detail supervisors, the C. O. E. program has been able to help it's student members in the forementioned ways and has enjoyed the satisfaction of seeing many of its boys return to society with the knowledge and abilities to attain good paying jobs and a promising future.

If the past year may serve as a criterion, the C. O. E. program has a bright future ahead. The future of it's students is also bright. With the fruitful rewards the program offers, the student can find and enjoy a future life of happiness, prosperity and freedom!

---The Algoa Hilltopper---

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At the Region IV Correctional Education Association Conference for 1961, By-Laws were proposed and approved. John E. Moore, Director of Education, State Home for Boys, Jamesburg, N. J., presided as Director. Assistant Directors were: Frank J. Coty, Educational Supervisor, Sing Sing, Ossining, N. Y.; U. Samuel Vukcevich, Director of Education, Bordentown Reformatory, N. J.; and Andrew D. Kay, Glen Mills School, Glen Mills, Pa. The group voted to send their Director to a conference in Columbus, Ohio, and elected Mr. E. Andrew Reynolds of Glen Mills School, Pa. as the new Director for 1962. It was decided that the 1962 Region IV Conference be scheduled for Philadelphia. We shall be looking forward to the complete proceedings of this past conference which are due to be published in the near future.

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The excellent program presented at the Kansas Peace Officers 15th Annual Training School, July 24-29, was in large part, due to the efforts of B. L. Scruggs, Training Program Coordinator.

Inmates Get OK To Teach Civil Defense

Twenty three inmate instructors were certified by the Texas Education Agency to teach Civil Defense classes throughout all TDC units. This adult education program is presented by the National Office of Civil Defense Mobilization (OCD), offered through the Texas Education Agency and sponsored by the TDC Education Department.

All inmates will have an opportunity to learn the facts of the threat of nuclear war to this country, its effect upon people and property and methods of survival in the event of a surprise attack.

This 12-hour course will start at various units approximately July 20.

Designed as a lecture course, supplemented by educational films, the course covers complete details of disaster survival both natural and man-made. Certificates of completion will be awarded to every inmate who completes the course.

Texas Education Agency consultants Homer Smith and Clark Titus conducted the instructor's class and stressed the responsibility of each individual to be concerned about the safety and survival of not only themselves, but the inhabitants of the community they will belong to upon release from TDC.

Although all inmates are invited to take this course, it is advised that it would be a waste of time for an inmate who will not accept the responsibility of using this training when he is released. There is an urgent need for survival training at every community level.

This Civil Defense training is also useful in combating natural disasters such as the recent floods at Austin and along the Rio Grande, and the many huricanes and storms that have affected so many people so far this year.

---The Echo---

June 14 saw the last session of training for Class No. five of the Civil Defense Training program at MR. At the same time more than 30 inmates were enrolled in Class No. six, which will complete training in August.

There was no First Aid instruction given during the class -- all those who had not recently had First Aid training elected to enroll in the Standard First Aid Course.

During the Open House days at MR, the CD Rescue Truck was on display -- with the regular class training on May 23 and the permanent crew getting in some practice on the 24th.

---Hilltop News---

Editor's Note:

Everyone talks about Civil Defense, but no one seems to do much about it, to paraphrase an old saw about the weather. Certainly it is an area of possible education and community help which no prison educator can afford to neglect. In addition to the necessity of having many people ready and trained to take up the work of rescue and rebuilding in case of war, there is the valuable rehabilitative effect of being personally involved in the community's welfare. One of the most striking facts to come out of studies of prisoners and their habits is that so very few of them have ever been directly involved in any community projects.

Texas, as well as a few other states, have pointed the way and the rest of us can follow. The time has come when no one, inmate or official, can neglect the grim possibility of atomic war and its probable effects on the prisons in the land. If you would like more information contact your local Civil Defense director.

Leavenworth's College Program

THE FIRST Kansas University extension courses were offered at Leavenworth penitentiary in the fall of 1953. By the end of 1960 inmates had earned over 7000 hours in the 16 academic departments listed in Table I. Although Leavenworth maintains less than a yearly average of 2500 inmates, the men's responses to higher education was surprising, especially when consideration is given to the fact that the great majority of the men used their limited funds for tuition fees.

During the period between 1953-60, 2570 inmates enrolled in 167 classes in 74 different courses. If educational facilities had been available and a greater reserve of funds for tuition fees, the program definitely would have been more extensive for this seven year period. Between 1956-58 the program reached maturity and its development had to be retarded because of the previously mentioned factors.

The success of this program has depended upon the coordinated efforts of many people. Prison officials, educators from Kansas University, and prisoners deserve to be commended for the willingness and sincerity which each has undertaken to bring his specific task to completion. Numerous problems involving schedules, selection of instructors, availability of courses, etc., had to be decided upon between Leavenworth officials and coordinators at Kansas University to insure the effective development of this venture. Many inmates, while taking extension courses, served as inmate-teachers in the institution's grade and high school departments where they helped prepare other inmates for future college work.

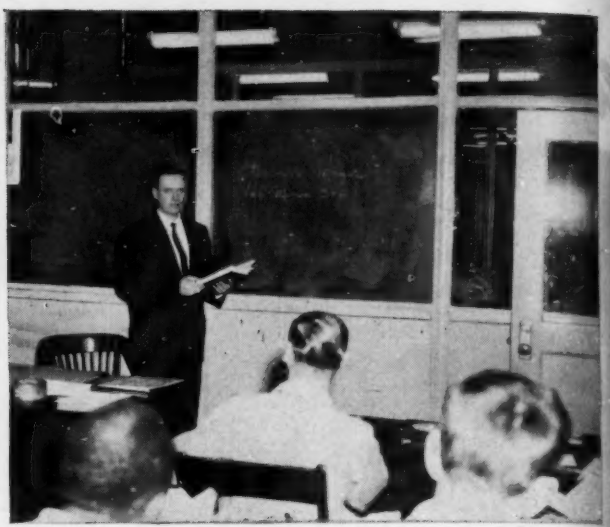
Space limitations prevent the listing of all the men who have contributed to the realization of the success of this program. But the most essential reason why this venture in higher prison education succeeded is because it served a need in the prisoner's life. While in prison, inmates desire more than just vocational opportunities and recreational facilities. The prisoner's needs are not so different from the needs of the average man who must be both vocationally and educationally prepared to take his place and shoulder his responsibilities in in a highly industrialized, complex society. If a prison's rehabilitation program is to be fully effective, facilities must be available to develope every socially worthy potential the prisoner possesses. Vocational and recreational programs serve many of the prisoner's needs; they provide him with a trade and teach him how to utilize his leisure hours.

But men's interest go beyond just work and play; they think and it is a man's thoughts committed to action which determine the social role he will assume. If rehabilitation programs are to function fully, they must be extensive enough to meet all the prisoner's needs. It is not enough to teach inmates how to work and play constructively; they must be taught how to think in ways beneficial to society. This should be the primary goal for all prison education: to awaken the prisoner's conscience to a level of realization above the self-centeredness which dominates criminal behavior. To accomplish this task, a rehabilitation program must be prepared to undertake the complete re-education of the prisoner. Courses of study must be offered which will prompt inmates to re-evaluate their values, reconsider selfish estimates of private property, and awaken the necessity of social obligations and duties. Not until the criminal has been elevated to the awareness of a respectable citizen can he be safely returned to society.

To teach men to think in this manner is the purpose behind Leavenworth's venture into college education. An attempt has been made to use higher education as a means of combating crime. No one can be sure what can be accomplished by approaching the problem in this manner. But it is very doubtful if a man trained effectively in the humanities, social sciences, and sciences can long maintain an interest in these subjects and continue to be a criminal. Leavenworth's college program has proved that higher education is a definite need in the lives of these men. Mostly these are men in their mid-thirties and early forties; men who have long criminal pasts. They have reached the stage where they are seriously beginning to doubt the worth of crime as a profession. The assumption that, if the right influences could be brought to bear upon their thinking during this period of doubt and uncertainty, the possibility of rehabilitating them could be most favorable is quite plausible. But to accomplish this the most effective facilities must be available. Higher education has the range, depth, and flexibility necessary to undertake the complexity of this task.

Gilbert Cuthbertson
Supervisor of Education
Leavenworth Penitentiary

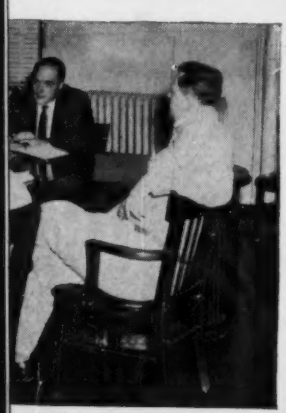
C. J. ECKENRODE
Superintendent
Education and Vocational Training

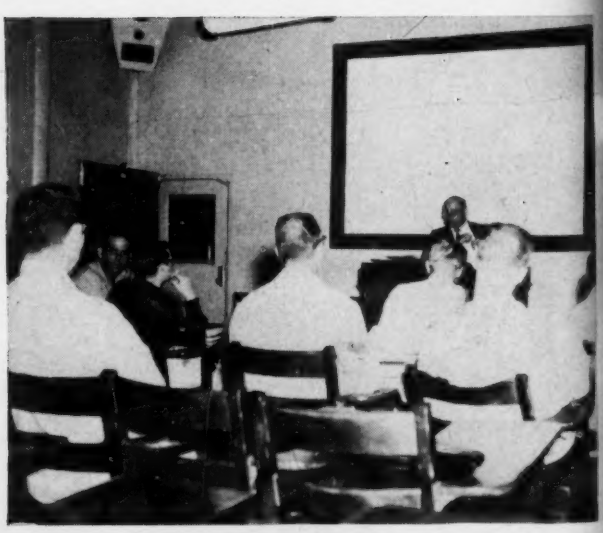


ABOVE: Judge Kenneth Harmon lecturing to a class in the 'Legal Aspects of Business'. Business Law is one of the more favorite courses among inmates. Since 1954 almost 850 college credit hours have been earned by 362 inmates in the twenty-one courses offered in business administration.

LEFT: Warden J. C. Taylor (left) and Associate Warden R. J. Kaiser (center) congratulating an inmate at one of the periodical college graduation exercises.

BELOW: Professor Paul Kaye discussing the finer points of Public Speaking with a group in Speech and Drama. Over 515 credit hours have been earned in the seventeen Speech and Drama courses offered since 1955.





venworth's College Prog

J. T. TORRENCE
Asst. Supv. of Education

J. A. COATE
Supervisor of Vocational Training

W. S. ENGLISH
Instructor

G. CUTHBERTSON
Supervisor of Education

N. D. MURPHY
Instructor

R. WHITE
Vocational Instructor

A. T. OHME
Vocational Instructor

7,000 College Credit Hours Earned

LEFT: Inmates enjoy the Humanities. Professor Dale Johnson instructs the present course in 'Introduction to the Novel'. Over the seven year period courses have been offered in the Drama, Great Books, and Poetry.

RIGHT: Over 900 credit hours have been accumulated by 306 enrollments in the eighteen courses offered in Psychology since 1953. Dr. Giannitrapani is currently teaching General Psychology.

General Anthropology						14		3	14	42	1
General Psychology 1	28		23	18/18	15/9		16	3	127	381	7
History of United States 7a						13	13	3	26	78	2
History of United States 7b						17	12	2	29	58	2
Home Nursing**			24					3	24	72	1
Intermediate Algebra 2a		15		12/15	12/17	12	9	2	102	204	7
Intermediate Composition 50					13		15	3	28	84	2
International Politics 48						10	13	3	23	69	2
International Relations 58					18			3	18	54	1
Introduction to the Drama					12	13		2	25	50	2
Introduction to the Novel 9					12			2	12	24	1
Introduction to Public Address						11		3	11	33	1
Introductory Accounting 9							17	3	17	51	1
Introductory Economics IE		22	12	16	10			3	60	180	4
Introductory Painting 33				18				2	18	36	1
Law of Business Organization					21/11		13	2	45	90	3
Legal Aspects of Business 189						13	16/11	3	40	120	3
Logic**		36						3	36	108	1
Marketing 80						12		3	12	36	1
Metaphysics**			17					3	17	51	1
Modern Viewpoints of Psychology						15		3	15	45	1
Personality 5		18		24	17		13	3	72	216	4
Philosophy and Culture**				17				3	17	51	1
Plane Trigonometry 3			16		16	10		2	42	84	3
Principles of Physical Science						19		5	19	95	1
Psychology of Adolescence 130					15			3	15	45	1
Reading and Interpretation 2				13	12	14		2	39	78	3
Recent World History 25			13	13	8	11	11	3	56	168	5
Reporting I				17		15		3	32	96	2
Retail Sales Institute			60					NC	60	NC	1
Short Story Writing							16	3	16	48	1
Social Disorganization 2			13	15	11			3	39	117	3
Social Ethics**				16				3	16	48	1
Social Psychology 140						16	9	3	25	75	2
Social Origins**		30						2	30	60	1
Spanish Reading & Conversation							15	3	15	45	1
Spanish Reading & Grammar II						13		5	13	65	1
Special Ethics**				21				2	21	42	1
Training, Firemanship			11					NC	11	NC	1
TOTALS	44	192	397	601	566	372	398		2570	7047	167

* Indicates that two classes were sponsored during the period.
** Designates courses offered by Saint Mary College, Xavier, Kansas.

The Editorial Office wishes to offer its congratulations to Mr. James V. Bennett, Director, U. S. Bureau of Prisons. We feel he should be commended for his bold stand against TV Crime shows.

George J. Reed, member, United States Board of Parole, was a recent visitor to the Editorial offices. The Editorial office has selected him as Mr. Public Relations for 1961.

Mr. Arthur Tarbell, Deputy Chief of Police, Honolulu, Hawaii, was a recent visitor to the Editor's Office. We wish to express our sincere appreciation to him for granting us the privilege of an interview. We hope to receive a review of his visit to United States Prisons.

SUCCESS OR FAILURE?

There are certain determining factors which enter into the operation of a Vocational program in any type of school which tend to make for failure of that program.

In this school the thought of the industrial program has been to teach habits of industry rather than follow trade teaching processes whereby the boy could gain trade knowledge which would be of benefit to him after his commitment period is ended. Undoubtedly the thought of a great number of the boys centers on the trade activity which offers the least amount of work, or where he believes his companions will form congenial company during his working hours. It is a condition, or state of mind, which will take considerable time, wise counseling, and excellent teaching, to overcome. It is not a condition which can be remedied in a few months' time.

The instructors should be experienced men who are in full sympathy with the work and its problems and who can exert a commanding influence for good on the boy, as it is believed that these men will play a considerable part in changing the present attitude of the boys in regard to the choice of a trade and their attitude toward the trade.

A true cooperative spirit should prevail between the academic teachers and those in the trades departments, for without complete harmony between these departments, the work can never hope to succeed. It should also receive the full support of the various staff members who supervise the recreation and home life activities of the school.

Finally the shop equipment as a factor in the success of the vocational school should be considered. If the boy is to be taught to meet the demands of industry, his training must be real, and it is only through the use of real machinery and the teaching of the trade on a useful and productive basis that it can be made so. It is necessary that the equipment to of the best obtainable, so that the boy will have a first hand knowledge of machine operations as practiced in the commercial field. The teacher should always keep in mind that "Instruction precedes Construction".

In order to teach a trade successfully, we must have a clear idea of what is required of the mechanic whose trade we would teach. Every important item in the trade must be known and listed. Such a list is called "The Analysis of the Trade". It consists of the things a mechanic must know and must be able to do in order to be proficient in the trade. It must be constantly kept in mind that in trade training a high degree of skill in all of the operations of the trade is a fundamental aim.

---James D. Soule, Instructor in Printing, The Glen Mills Schools, Glen Mills, Pa.---

MOVIES AID SCHOOL PROGRAM

Another first in Menard's General Educational Development program is the introduction of educational films as a supplement to classroom instruction, Briefs was told last month. The films are rented from Southern Illinois University's Adult Education Unit, and are paid for by the Inmate Benefit fund.

Educational films were used in conjunction with the cell course program for the first time last month, Briefs learned, although they have been used extensively in the grade school and Psychiatric Division for some time.

Films were scheduled primarly for G.E.D. students, but Superintendent of Education L. L. Hines recommended that all inmates who are enrolled in cell courses participate.

The cell course program accommodates nearly 200 students, and the range of instruction given spans primary subjects to French and Spanish.

Movies are shown at the chapel every Monday afternoon, Briefs was told, and only those who are enrolled in cell courses may attend. Several students told Briefs that the films have helped them considerably.

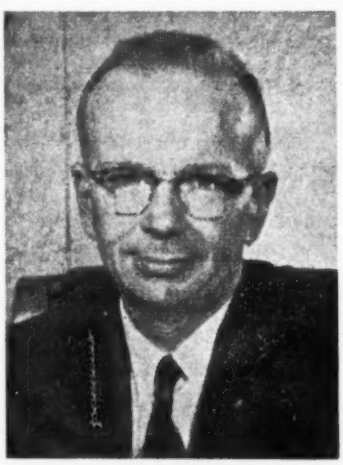
Six to eight films of various lengths are shown each week, and are chosen from a wide

(Continued on next page.)

(Continued from previous page.)
variety of subjects, from mathematics to American history.

Among some of the films shown last month were, "Boston Tea Party," "We Discover the Dictionary," "Spelling is Easy," "Fractions: Decimal Fractions," "Algebra in Everyday Life," "How Effective is Your Reading," and "The Quill: From Sentence to Paragraph." Approximately two hours of films are shown at each meeting.

D. G. MOORE RETURNS AS EDUCATION HEAD



D. G. Moore

Donald G. Moore, supervisor of education at Folsom prison, returned to his position after a six months leave of absence. During his sojourn away from the prison, Moore acted as assistant to L. E. Wormley, supervisor of education for the Department of Corrections.

Moore's duties were many-fold, with writing taking most of his time. He wrote a new chapter on correspondence courses for the Education Manual. He also revised an educational chapter of a guide book on minimum jail standards.

In addition, Moore visited all the institutions including the Reception Guidance Centers at Chino, Tracy and Vacaville. At each place he made suggestions on ways to coordinate the vocational testing and reporting programs. At the Ventura School for Girls, he represented the Department of Corrections Advisory Committee.

With Fred Engle, deputy director of the Department of Corrections, and who is in charge of the Conservation Camps' program, Moore visited Camp Rainbow, Don Lugo, Pilot Rock and the Los Angeles National Forest at San Bernardino. He also had assignments at the Wayside Honor Rancho at Castaic, which is supervised by Sheriff Pitchess of Los Angeles. Another point of interest was the Los Angeles Rehabilitation Center at Saugus, which is directed by the Los Angeles Police Department.

Before returning to his office in Sacramento, Moore attended the dedication of a museum at Plumas-Eureka State Park. On exhibit were many paintings by Folsom inmates, which drew much favorable comment and attention.

---The Folsom Observer---

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Mary Rudd Cochran

The July-August issue of the American Journal Of Correction has an interesting article on choosing material for an institution library. One of the points brought out by Mary Rudd Cochran, Chairman, Committee on Libraries in State Institutions, Ohio Library Association, is that library supervisors should try to obtain books which can serve as supplemental reading to the texts used in the institution school. She ends her article with this important reminder:

"The usefulness of a library depends not upon the number of volumes it owns but upon their attractiveness, timeliness, suitability, authority, and accessability."

The Man Who Waits in Between

By William R. Cozart*

WHAT DO YOU SAY to a man in prison? Do you tell him that his life need not come to a standstill? It has. That time need not hang heavy on his hands? It does. That the prison need not become his whole world? It is.

What do you finally tell a man in prison? . . . This man whose cell is a reminder that he is required to answer what he has made of himself. This man whose shoulders ache under the weight of an unalterable past. This man whose glance may not quite look you in the eye because he cannot yet look himself in the face.

What word do you finally bring to this man—now that you have classified him on your IBM, analysed his psychological sicknesses, dissected his behavioral patterns, and determined the shaping forces of his environment? Does his life still matter? Agreed: it does. But what do you tell him about himself that will make the world his home again, his future fresh and new?

These are painful and perplexing questions and give the lie to cheap, easy answers. Answers, though, apparently are possible, for every single prison and correctional institution now in existence embodies, at least implicitly, some kind of reply. But, recently, a number of students at Harvard University have been forced to grapple with these questions in a new and exciting way. And the story of the students' struggle is the story of an opportunity which lies open to any prison which seeks to utilize the fullest possible methods of rehabilitation.

University Students Serve as Instructors

In the Cambridge-Boston area, as in most large cities, the local hospitals, schools, mental institutions, and settlement houses are seriously understaffed. As early as 1900 steps were taken to meet this problem with the establishment of the Phillips Brooks House as an instrument for mobilizing student social work at Harvard. In the years that followed, numerous committees were created through which Harvard students could volunteer to help these understaffed agencies undertake new programs or improve existing ones. One of the most extraordinary recent developments in the work of Phillips Brooks House has been its Prison Instructors Committee. This Committee actually sends college students behind the walls of neighboring state correctional institutions to teach a variety of courses to the inmate population. The results have been overwhelmingly favorable, both among prison authorities and inmates, and among the student teachers themselves.

The creation of this Committee has triggered a lively discussion in both the academic world and society in general concerning the philosophy of prison work itself. The points of view of Mr. Citizen run to extremes and might be labelled "liberal" and "conservative":

The Liberal: "Let's begin by agreeing that capital punishment is an irresponsible denial of life. It denies a man the possibility of becoming anything other than what he is. Killing him does not help him. It just snuffs out a future that could make him into a new man; it just satisfies the public's thirst for vengeance. Moreover, one cannot demonstrate that capital punishment has measurably reduced the number of offenders. Not severity, but certainty of punishment is the best deterrent to crime.

"Just as a sudden execution is indefensible, so a prison sentence must not become a prolonged execution, a kind of living death. A man is sent to prison *as* punishment, not *for* punishment. While he is there, the prison's program of rehabilitation must offer him the chance to become a

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*William "Bill" Cozart has had an intimate acquaintance with correctional work for the greater part of his life. The son of United States Pardon Attorney Reed Cozart, former federal probation officer and prison warden, Bill has had an unusually fine opportunity to know human behavior in all of its facets and to develop a workable philosophy for helping those who have come in conflict with the law. For 12 years he lived in the warden's home of the federal penal and correctional institutions at Leavenworth, Texarkana, and Seagoville. He got to know first hand the prisoners who worked in the warden's home and on the institution grounds. Often he sat in as a silent observer on conversations of correctional workers who visited his home.

A graduate of the University of Texas, where he majored in literature and minored in psychology, Bill received his Master's degree from Harvard University in 1960. At present he is working for his doctorate in English and American Literature and plans to teach.

Bill was one of nine Harvard students who taught evening courses on a voluntary basis, one night a week for 9 months, at the Massachusetts Correctional Institution at Norfolk. In his descriptive account he tells of his dramatic experiences with "The Man Who Waits in Between"—*The Editors.*

better man. The prisoner's opportunity for a liberal education, as offered by the Harvard student teachers, is a great step in this direction."

The Conservative: "Well! So we now have prisoners taking courses in psychology and music appreciation! What are they going to have next—air conditioned cells and swimming pools? A fine way for a man to pay his debt to society: making society go in debt with all this pampering!

"Besides, what do these wet-behind-the-ears Harvard men, with their high-sounding theories, know about the real world, the world of crime and murder? Do they really expect their prisoner-students to take them seriously? Anyone knows that the only reason an inmate takes a course is just to get out of his cell!"

So the conflict rages, and will continue. Meanwhile, one might ask the student teachers themselves for their reactions to teaching in prison.

Inmates Were Friendly and Receptive

Paul R., graduate student in economics: "It is true that an inmate can sign up for a course just to escape the boredom of his room, but his usual motivation is primarily academic. Most inmates have an amazing respect for education. Many feel that if once they had taken advantage of their own schooling, their lives might have turned out differently." Paul, who also teaches an undergraduate section at Harvard, often comments that inmates are more genuinely interested in their subjects than ordinary college students.

Frank L., a senior in English at Harvard: "Again and again these men show their surprise that someone is willing to take an interest in them. They have a general feeling of lonely hopelessness, and coming to class helps fill their need for companionship and meaning."

My own experience was with a class in psychology at the Norfolk, Massachusetts, Correctional Institution. For 9 months, eight other Harvard University students and I taught there one evening a week, offering courses in psychology, philosophy, science, music appreciation, art, higher mathematics, creative writing, Spanish and Russian. Having had no experience in prison work, we arrived for our first night of classes with some misgiving. In fact, *The Colony*, the inmate publication at Norfork, described us in this way:

"The college student teachers entered their prison classrooms as warily as if entering the cages of wild animals, their opinions of inmates pre-formed by screaming headlines and overly-lurid gangbuster-type radio and TV melodramas. They were unanimously astonished to discover that most convicts just did not fit these descriptions."

This was true. We found the inmates, on the whole, friendly and receptive. Classes were kept small and informal. Mine, for example, was limited to eight students, and thus could be conducted on a seminar basis with a minimum of lecture. The ages ran from 18 to 65. Two were college graduates; three had never completed the eighth grade. Nevertheless, all were equal to (and insisted upon) a course in psychology which was as rigorous as college level.

Reading assignments were kept flexible. Those who were able (about half of the class) read deeply into the works of the most creative minds in depth psychology—Freud, Adler, Jung, Fromm, and Binswanger. For the others, a series of selected passages was assigned as a minimum reading requirement. All, however, read far beyond the minimum assignment, and seemed hungry for more and more books. Many books were accessible, thanks to the generosity of the Boston Public Library, which lent several copies of each text for an almost unlimited period of use.

Carrying on a Dialogue With the Printed Page

The weekly discussions ran an hour and a half in length and were always lively—and often heated. Most difficult, though, was the problem of training each student to read a book on his own, to carry on his own dialogue with the printed page. Inmates, as most college students, tend to feel that if something is in print it must be sacred, and one disagrees with the text at his own risk. To encourage an inmate's own individual reflection, we used the technique of "reading reports." After each reading assignment, each student turned in a reading report which included two sections: (1) a summary paragraph of what the writer had said, which indicated whether or not the student had grasped the structure of his thought; and (2) an original paragraph by the student, which took issue with the writer's point of view and stimulated the student's forming his own opinions. In this second section a student would frequently appropriate what the reading meant to his own life situation. For example, here is one inmate's response to an assigned article on the problem of anxiety and fear:

"In the anxiety about any special situation, a man also confronts his anxiety over the general

human situation. My problem is not merely to understand what it means to be man in prison, but what it means to be man in the world. And the world for me, even my prison world, is a place of precariousness, uncertainty, uneasiness—a place where there seems to be no bottom to things. Because the world is this way, and because I am an anxious man, I strive to establish objects for my fear: this particular guard, the parole board, a distressing letter from my wife. At least these are worries you can put your finger on, and are not the vague, shapeless dread that you sense lies behind the mirror when you shave in the morning—the dread that makes you feel, 'here it is, another day of nothing.' "

It is doubtful whether many college students, after a first reading of the problem of anxiety, could have written such a perceptive paragraph.

The class, of course, had its problems. There were personality conflicts between prisoners; there was some racial discriminaton on the part of the older men. But, throughout the year, it was amazing to watch the way the men began to listen to each other's opinions and take each other seriously; to watch an old man's face light up as he read Browning for the first time and discovered that old age need not be a curse; to hear a teenager who was about to be paroled tell of his decision not to rejoin the gang but to make a fresh start on his own.

Perhaps the most any teacher can ever do is to open doors through which a person may come to discover the meaning of his own life. In any case, the Harvard student teachers came to feel that, in the course of the year, doors *were* opened—some slowly, some painfully—but far wider than before. And this raised questions for us about the relationship between a liberal education and any prison's program of rehabilitation.

Restoring Man to His Full Humanity

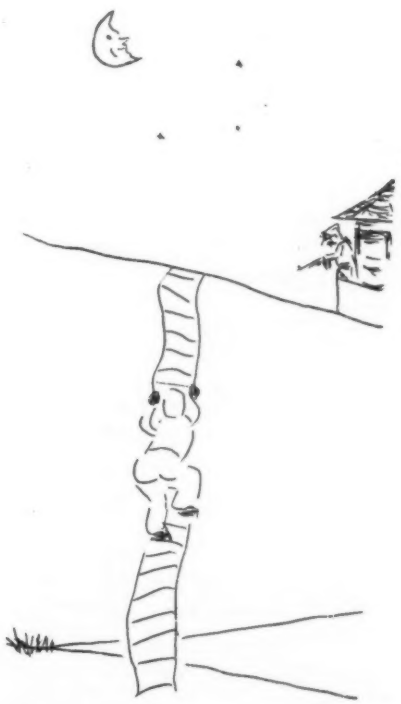
Surely the fundamental mission of a prison is rehabilitation; but what does this word "rehabilitation" really mean? Could it not be defined as "the restoring of a man to his full humanness, to his capacity to be a whole person"? If so, then it is the courts' role to ask, "Is this man right or wrong?"; but the prison's primary question is, "Why is this man not whole?" A man's wholeness must be the concern of the program of rehabilitation; for this reason, the prison must provide a structure whereby a man may be given insight into himself—not merely clinical data, but a new perspective on what it means to live as an authentic human personality. This means that the prison must go beyond merely supplying an inmate with purposeful work, with recreation for his leisure hours, with craft and hobby shops in which he can develop his creative skills. These functions of a prison are, of course, important; but, taken by themselves, they neglect the most crucial dimension in any human being: his *inner world*, the world of his hopes and fears, the world of his attitudes toward himself, the world of the images by which he lives.

After all, what exactly are correctional institutions *correcting?* Are they not correcting a man's false image of himself—the image by which he pictures himself as a man who controls life on his own terms, who takes whatever he wants without concern for the rights of others, who brings terror to his fellow man while achieving his own security? Is this not what we mean by a "criminal": one who, out of his distorted image of himself, violates the orders of society, because he pictures other men as things which must serve him, instead of picturing himself as the servant of other men. It is upon man's inner world of images, therefore, that the prison's program must focus; for it is the false images, the flaws in a man's character, which a correctional institution must correct. This is not naïve logic, but a realistic appraisal of the nature of man. A man's ethical actions flow out of his interpretation of himself; if his self-interpretation is distorted, his actions inevitably are —as a man thinks in his heart, so he is.

It is at the point of man's interpretation of himself that the goals of the prison administrator and the goals of a liberal education coincide. For education's mission is to enable a man to discover his true self-image and to reject his false one. And this is precisely the goal of the prison. Both are seeking to restore a man to his full humanity, to what Emerson called "an original relation to the universe." If a prison provides a man with the opportunity for a liberal education, it can help him to sense the vastness of his own life, to picture himself not merely as Number 8411 in cell block A, but as a unique, unrepeatable individual in the cosmic drama of human story. It was out of this sense of his own individuality that the teenager in my class spoke of his refusal to live in terms of the image of the street gang, but to live genuinely as himself.

This, in part at least, is what we must say to the man in prison: that it is possible for him to

recover his lost wholeness. He knows that it is lost, as he brings to our hands the pieces of a life that once held promise. He asks to be made whole again; though he may gripe and swear against the prison system and its staff and daily routine, he is all the time asking to be made whole. It is for this he waits. Behind him lies the man he no longer is; before him lies the potential man he has not yet become. He remains the man in between—*the man who waits in between*—the "No Longer" of his past and the "Not Yet" of his future, who waits for the prison to restore him to wholeness, to rehabilitate him. And, as we have seen, if the prison's method of rehabilitation includes frequent courses in the humanities taught by concerned college students, the man in prison has an even greater opportunity to seek and to obtain the fullest meaning he can for his own life. It is essential that he *have* this opportunity, not only in order to become a better citizen, but because it is his human privilege.



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